



English majors Wendell Jackson (left), and Kim Doyle rank in the academic limelight of the Class of '68.

## Jackson Leads Seniors In Honors Competition

Led by Wilson and Danforth fellow Wendell Jackson, Loyola's class of '68 has fared quite well in competition for graduate school admission and fellowships.

A department-by-department breakdown shows that Jackson and his compatriots in English are leading in this year's grab for gold. Kim Doyle has been awarded a fellowship for advanced studies at Notre Dame University, as well as an honorable mention from the Wilson committee. Political science major Craig Wanner also received an honorable mention in the Wilson competition. Mr. Richard Michajski, instructor of English has received an NDEA fellowship which he has yet to accept or reject.

In the Chemistry Department teaching assistantships for next year have been awarded to majors

Mike Sobus and Mike Lochner. Lochner will be heading to Penn State while Sobus is off to Cornell.

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## Lecturer James Byrnes Discusses Proposed Maryland Constitution

Mr. John C. Byrnes, the 3rd District Democratic leader who was a delegate to the Constitutional Convention, listed to an audience of 25 the major elements of the proposed Maryland State Constitution in Ruzicka Hall last Wednesday.

Mr. Byrnes, who graduated from Loyola College in 1961, returned here as the guest speaker for the Gorman Lecture of the school year.

He opened the lecture by remind-

ing his listeners that this was the 5th Constitutional Renewal in our State. Presently, 43 states are in the process of changing their respective constitutions. Seven states since 1950 have completely renewed their respective constitutions.

Mr. Byrnes cited a crisis in Federal-State relationships as the major reason for constitutional renewal. According to the delegate,

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## SG Approves Student Mail Boxes; Resolves To Introduce Juke Box

In the two most recent meetings of the Student Government, the Senate deliberated on three pieces of legislation and also assembled at Mayor D'Alesandro's office for a Yearbook picture.

The Senate session of March 8 saw a bill presented by Messrs. Goldberg and Miles, which will establish a private mail box system for the student community. Under the provisions of the bill, those students wishing to rent a private mail box will be able to do so by paying a fee of \$.50.

The collection and distribution of the mail will be handled through the Dean of Men. The Resolution passed easily, and the Senate proceeded to the next item on the agenda: a motion by Neil Steinhorn of the Sophomore Class.

The motion sought to designate the parking spaces located on the side of Xavier Hall for the use of the members of the SG. The measure was defeated when it was pointed out that these spaces are

presently used by handicapped students, and also serve men making deliveries on campus.

The third measure, the so-called "Juke Box Bill" was presented by Mike Auer of the Sophomore Class. Quoting the text of the resolution, "the Student Government is directed to make arrangements for the installation, maintenance, and supervision of a juke box. . . in the

student center." The resolution passed unanimously.

At the next Senate meeting, on March 15, the members of the SG assembled in the office of Loyola's distinguished alumnus, the mayor of Baltimore, Thomas D'Alesandro. A representative of the Yearbook took a picture of the group standing, sitting, and crouching around the mayor's desk.

## Freshman Debators Capture Team and Speaker Awards

Loyola's novice debate squad took second place at the Morgan

State Novice Debate Tournament held on the weekend of March 15, 16, and placed two speakers among the top four.

Mike Milanowski and Jay Smith, both freshmen, carried Loyola to an impressive 7-1 record, finishing second behind a strong team from the University of Maryland. The tournament format called for four rounds of switch-side debating with two judges in each round. Loyola dropped a single ballot against the University of Massachusetts.

As individual speakers, Loyola's duo dominated the field in accumulated speaker points. Mike Milanowski captured the Best Speaker Award, while Jay Smith placed fourth among all other participants.



Mike Milanowski

## Gorman Series To Present Norton Mockridge in April

Mr. Norton Mockridge, newspaper columnist will speak on the Loyola College campus on April 3, under the auspices of the Gorman Lecture Series. Mr. Mockridge's topic will be "Fractured with Mockridge", to be given in Ruzicka Hall at 11 A. M.

Mr. Mockridge is a native New Yorker. He played semi-pro football and acted in several theatrical productions before entering the newspaper field. The columnist served as the Editor of the *White Plains Daily Reporter* before joining the former *World-Telegram* in New York City. During his long tenure as City Editor, his staff won 70 major awards, including the Pulitzer Prize.

Since 1963, Mr. Mockridge has been devoting his time to his columns, radio and television appear-



Norton Mockridge

ances, writing magazine articles, and lecturing throughout the country. Presently his column appears regularly in the *Evening Sun*.

All students and guests are invited to attend.

## In Committee

## Budgetary Proceedings Detailed

In a previous GREYHOUND article on the Finance and Appropriations Committee of the Student Government, the origins, membership, and powers of the Committee were outlined. An attempt will be made here, however, to describe the workings of the Committee in session.

In its simplest terms, the procedure employed by the Committee was that the Chairman, Jim Brennan of the Junior Class, read the amount of money a certain organization had received in the previous year and then read the activity's budget request for the coming fiscal year. The members then expressed their opinions on whether the budget submitted reflected the true worth of that organization in terms of the number of students involved in the activity, its openness to the community in general, and the level of performance reached in the previous year.

For the Committee's purposes, the activities were neatly separated into three categories: those requesting the same allotment as in the past, those requesting an in-

crease in their budget, and finally those asking that their budget be cut. This last group was not surprisingly the smallest of the three and hence was the first the Committee dealt with. An example of such an activity was Tri Beta, a club mainly composed of Biology majors. These organizations asking for a budget cut had little difficulty in having their demands met by the Committee.

The second group, those requesting the same budget as they had operated under the previous year likewise met little resistance in obtaining their demands. Some groups, however, did receive budgetary cuts because the Committee felt that they had not performed as well as they should have done with their previous budgets.

The third group, those activities asking for an increase in allotment, faced the stiffest review by the Committee. These last organizations produced more discussion among the members than other groups, for the members were more anxious to determine whether these activities "merited" their proposed increments. Among the

organizations requesting increases, the Green and Grey, and the Music Club. Some activities, notably "Ignis", although requesting an increase, were cut below its previous budget (although the cut was later reinstated by the Committee after hearing an appeal from an Ignis representative).

There were two instances, however, which fit none of the divisions mentioned above. For the first time, the Young Democrats and the Young Republicans requested a budget (they submitted it as a joint project). Their requests were approved unanimously by the Committee. The second case was that of a request for funds for the establishment of a trick drill team. This request was unanimously approved by the Committee. It is interesting to note that despite the unanimous recommendations of the Committee in these cases, (the only two instances of unanimity in Committee proceedings), the joint budget for the Young Democrats and Young Republicans was eliminated by the Treasurer's Office, while the trick drill team has now been established.

## Radical Fringe Poses Problem For CHOICE 68

CHOICE 68, the National Collegiate Presidential Primary, will probably either solidify the skepticism of the campus radicals or cause them to re-evaluate their thinking as to the actual political power of the vote.

If a sizeable percentage of college students do care enough to participate in the election, and, indeed, do succeed in exerting some appreciable pressure over the policy-makers of the country, then the radicals may well channel their considerable energies into the drive to lower the voting age to eighteen.

If the Primary fails, however, to stir the long silent student moderates or to influence American policy, then leftists will probably remain convinced that only forceful and, if need be, violent action will produce acceptable political ends. But of more immediate concern is

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Members of the 1968 *Evergreen* staff facing the camera for the GREYHOUND photographer are, left to right, John Lombardo, Sports Editor; Marc Oken, Editor; Tom Herwig, Managing Editor; and Al Sorrell, Photo Editor. The theme of expanding yearbook will be "changing Loyola."

## Innovations and Expansion Highlight 1968 *Evergreen*

Under the leadership of editor Marc Oken, the 1968 *Evergreen* is rapidly taking shape. The yearbook this year has been expanded from 172 pages to 196 pages, with Sports and Student Life sharing most of the increase.

The 1968 *Evergreen* will feature several innovations in layout and copy coordination and will be highlighted by informal group shots and candid photos. The often dull group pictures will be enlivened by interesting settings such as the Mayor's office, the bathroom of the Student Center, and many of the wooded areas on campus.

Another innovation will be six four-color section dividers throughout the book. Glick Studios of Philadelphia is doing much of the photography and a professional touch should be evident. Photo ed-

itor Al Sorrell will supplement Glick's work and has taken many fine candid shots around the campus.

The theme of this year's book will be "changing Loyola" and will show the many changes on campus from the dormitory students to the beauties that have sprung up this year.

The staff has been working hard behind the scenes since the fall, and by the time the final deadline rolls around on June 22, a majority of the fall publications will already be in the hands of the printers, Foote-Davies of Atlanta.

Members of the staff are: John Lombardo, Sports; Tom Herwig, Managing Editor; Jim Flynn, and Gerry Smith, Cop; Gene Miles, Seniors; Tom Fasulo, Juniors; and Dick Lombardo, Faculty.

## Gavin Suggests New Strategy For America in "Crisis Now"

by Thomas Kusterer

*Crisis Now*. By James Gavin, in collaboration with Arthur Hadley. 184 pages. Random House. \$4.95.

Santayana once wrote, "Those who cannot remember the past are condemned to repeat it." And while *Crisis Now*, which refers to the American urban crisis and the crisis in Vietnam, does not advocate a complete departure from tradition and historical precedents, it does call for a reassessment of our current problems in view of new and creative approaches.

Basically, the author suggests that we have not been employing our strategy, which he defines as an exercise or function of power, to its fullest potential.

For example, the bombing of North Vietnam is an abuse of strategy, because it has unified the North Vietnamese and heightened their morale, and, in addition, the bombing of suspected guerrilla sites only causes resentment among the people and strengthens guerrilla forces.

The cessation of this bombing not only would be a wise exercise of strategy, but would also greatly facilitate bringing Hanoi to the negotiating table. And once peace is attained, the United States can turn to its more pressing problem, the urban crisis.

In this matter, Mr. Gavin propounds a reassessment of the

American dream. The Puritan ethic, if it ever did really exist in America, must be dispelled if we are to maintain a viable society. The driving force of the American dream should be opportunity, not affluence.

The answers to this crisis are not original. Education and housing must be improved in our cities if we are to maintain urban areas. And most importantly, jobs, meaningful jobs that are integral to the well-being of the community, must be made available to the inner-city inhabitants. In addition, the author proposes the very excellent idea of a family allowance, which has been so successful in other industrial nations. Such an exercise of strategy would not be earth-shaking. It would only show that someone cared.

There is a Latin proverb, "Problems are solved by moving ahead." Perhaps it is time for the United States to make the move.

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# Metaphysical Films Contrast with The Romantic "Elvira Madigan"

by Kim Doyle

The new movie showing at the 5 West—*Elvira Madigan*—has coalesced my disparate thoughts on the two classes of art pictures that seem to dominate the modern film spectrum. On the one hand, a movie-goer today sees such "romantic" films as *Elvira Madigan*, *Le Bonheur*, and *A Man and A Woman*.

In opposition to this type of film are films that I would call "metaphysical" films; that is, films that exhibit what so many literary critics have called "metaphysical wit." Films of this genre which have had resounding success include *Juliet of the Spirits*, *La Dolce Vita*, and *Blow-Up*.

It would be instructive, perhaps, in the light of *Elvira Madigan*, to examine these two contrapuntal movie types with a view to further appreciating each genre.

### Love Story

*Elvira Madigan*, directed by a young Swedish film-maker, Bo Widerberg, catches some of the "romantic" resonances and nuances of previous pictures of this genre, particularly Agnes Varda's *Le Bonheur*. The movie tells a simple love story. Elvira, a rope dancer, falls in love with an army Lieutenant, Count Sixten Sparre.

The two young lovers drop out of their attendant social realms, desert their occupations, and roam through the greensward eluding their pursuers. Pursuit of the two is inevitable, and their "natural" love is played out against an ever-tightening ring of enemies: the police, informers, a former compatriot, and hunger. Inevitably, weak and starving, the young couple commit double suicide.

As I mentioned before, *Elvira Madigan* is a "romantic" film, and so well done that it might become the epitome of that genre. Its characteristics are worth remembering, for both mechanically and artistically this movie provides a key into the romantic mode of film making.

### Hazy Landscape

Cinematically, *Elvira Madigan* is an exquisitely beautiful picture. Viewers who have seen paintings by the French impressionists and Fauvists Manet, Monet, and Van Gogh will know what to expect before seeing *Elvira Madigan*. There is a great emphasis on hazy landscape shots taken through, presumably, scatter filters. The colors of the woods, the sky, and the sea are allowed to melt into each other, and thus avoid any abrupt delineation.

The melting and merging of colors is central to the theme of the entire picture. For, Elvira and Sixten are building their own little world severed from their past lives. Both have their personal visions of the world, visions they impose on experience, and visions that shape their sun-filled totality.

### World Creation

This "mythogenesis" or world creation conception has already been seen in *Le Bonheur* where the protagonist also built his own world. He "fell" into experience and extracted from the wide spectrum of experience a narrow band of life—that is two loves—which he accepted as the whole world.

### Mood of Tranquility

Cinematically, then, Widerberg aims at establishing a mood that

reflects the interior mood of Sixten and Elvira. On the artistic level, also, this movie exhibits an organic unity found in movies of the "romantic" genre. The picture is set in 1889 in Sweden and Denmark. It is not, therefore, jolted by the images of a mechanistic age. Instead, the woods, butterflies, stems of grass and tranquility of sea and sky symbolize the peace that Elvira and Sixten experience.

This same type of vernal imagistic structure appears frequently in *Le Bonheur*. Even though that picture was shot in contemporary France, there was a repeated emphasis on vernal tranquility and the solidity of physical labor. Too, in Lelouch's *A Man and A Woman*, shot amid the cacaphony of the racing world, there existed a center of peace and tranquility not unlike the woods Elvira and Sixten roam.

### Thematic Significance

In the end, the artistic and cinematic level of *Elvira Madigan* contribute to the real significance of the picture, a significance found on the level of theme. As aforementioned, Elvira and Sixten have dropped out of society. Sixten had been a soldier who had never seen battle. Elvira, the rope dancer, had fallen but once in her career.

### Astigmatic View

Thematically, too, the couple walks a thin rope between two views of life. On the one side is the natural love of the two mirrored in nature. As Sixten says, he has found a world in a blade of grass. He concentrates on this one realm of experience, his love, and the rest of life blurs and disappears. The protagonist of the "romantic" picture is, therefore, afflicted with an astigmatism. To Sixten and Elvira, a part of the world signifies and is the whole. From their love they hope to find total happiness.

It is this same, concentration on the part—although the viewer sees it as a whole—that is communicated in Wordsworth's *Tintern Abbey*. In the poem, as in the "romantic" film, rocks and rills and love, feelings in solitude, lead on to truth, a truth that makes a totality of experience.

The "romantic" picture consequently may be characterized as containing an emphasis on natural setting, the tranquility of love, images of nature and the concentration of a small band of experience, a band that stands as a synecdochic symbol for the whole of life.

### Metaphysical Wit

By contrast, of course, one also views the "metaphysical" pictures of Antonioni, Fellini, and Ingmar Bergman. Literally, we live in an era of "metaphysical wit." T. S. Eliot defines this sensibility as the yoking together of heterogeneous components. In short, this means the quest for synthesis that characterizes our age.

A picture like *Elvira Madigan* is alien to our "metaphysical" sensibility. The man of today is bombarded by a wide variety of experiences which he must make sense of. How can one reconcile the disparities of love and hate, war and peace, and mechanism and humanism which make up the antipodes of our life?

One way of reconciling these disparities we have already seen. In *Elvira Madigan* and *Le Bon-*

heur only part of experience is dealt with, the wide spectrum is ignored. For organic and thematic unity a "romantic" picture sacrifices totality.

### Unity is Sacrificed

"Metaphysical" pictures like *Blow-Up* and *La Dolce Vita* deal with total experience. Unfortunately, experience is fragmented, thus a "metaphysical" picture sacrifices unity and neat endings for fragmentation and open-ended conclusions.

*Blow-Up*, for example, is a film uniquely attuned to the contemporary sensibility. It is a picture within a picture, a fragmented portrait of both a society and individual way of life. Here are no butterflies and restful woodland fields. In the only woods pictured in *Blow-Up* a murder occurs. Cinematically, the film of metaphysical wit deals in harsh outline and jarring images.

One only needs to remember the opening scene from Fellini's *La Dolce Vita* to understand the image structure of these "metaphysically" oriented works. In the opening frames a statue of Christ is carried across Rome by a helicopter. Graphically Fellini has delineated the alienation of modern life, the demolishing of moral icons, and the decadence of society. This opening image is a metaphysical one. It yokes together an image of mechanism and spiritualism and in this yoking ironically comments on both. The images clash. There is no "romantic" unity, only a quest for synthesis of diverse experience.

### Fragmentation

Cumulatively, the "metaphysical" work of an Antonioni is different thematically from the "romantic" work of Lelouch and Widerberg. Antonioni and Fellini present a fragmented world view, a world in which synthesis and unity never come.

Still, it is an entire world, and not a mere band of experience with which the "romantic" works seem to deal. This is not to say either view of experience is correct. It is only to say that our sensibilities are attuned to the world of Widerberg. Both speak, however disparately to the human condition.

Thus, to view *Elvira Madigan* is a shock. We of the total experience generation are not prepared for unity and love and tranquility. We understand demolished guitars, but not demolished butterflies, and who is to say which one is true.

## Coming Events

March 27—Town Hall Meeting, Student Lounge, 11:00 A. M.

March 29—I. R. C. Lecture on Human Rights, Ruzicka Hall, 11:00 A.M.

March 29—Sophomore Class Dance, Bob Brady and the Concorde, 9-1.

March 31—Orchestra San Pietro, Mount St. Agnes, 3 P.M.

April 3—Gorman Lecture: "Fractured With Mockridge", Cohn Hall, 11:00 A. M.

April 3—Film: "Inside Red China," Ruzicka Hall, 3 P. M.





Mr. William Shriver (left), directs a scene during a rehearsal of the Masque and Rapier Society's newest production, "Boy Meets Girl."

## "Boy Meets Girl" to be Presented By Dramatic Society on April 5-6

The Masque and Rapier Dramatic Society will present a three-act comedy, *Boy Meets Girl*, on April 5 and 6 in Cohn Hall Auditorium. Admission will be \$1.00.

The play, written by Bella and Samuel Spewack, centers around two writers, played by Gerry Gietka and Jim Schiaffino, who develop a new idea for a movie. In the movie, a fading cowboy actor (Dave Wolcott) teams up with a baby, the illegitimate child of a naive waitress, played by Hannah Dunn

of Notre Dame.

With the approval of the studio and the producer, Ralph Murdy, and with the success of the first production, the screen writers decide to capitalize on the baby movies. Meanwhile, the plot thickens as the cowboy's manager, played by Bill Curran, tries to steal the baby from the screen writers. He attempts to consolidate clients by making the cowboy marry the mother.

Further complications arise when the mother falls in love with a dashing young extra, played by

Bill Gonzales, and when the cowboy gets measles from the baby.

Others members of the cast include Frank Broccolina, Ernie Glinka, Kim Mathias, Paul Hoecle, Jim Hanes, Kit Hunter, Lisa Bornscheuer, Judy Morrecki, Sue Freeze, and Ruth Creaney. The play is directed by Mr. William Shriver.

The play satirizes the foibles of the Hollywood movie-making industry, through the caricatures of the screen writers and their snappy dialogue.

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## Three Marketplace Artists Have Varied Backgrounds and Interests

Marketplace, the Loyola College art mart, is currently displaying and selling the works of Valerie Binder, Peggy Holloway, and Pauline Krewer. The three artists are from varied backgrounds, and each has achieved widespread prominence.

Valerie Binder of Baltimore, Maryland received her early training at the Maryland Institute of Art and won a Gold Key in the National Scholastic Art Contest while studying there and with Reuben Kramer. She attended the University of Wisconsin as an art major and studied there with John Wilde. Upon graduation, she taught art in the public school system and then became assistant art director for Charles J. Charney advertising agency of New York City. In the past few years her work has been represented in the Outdoor Art Festival of Baltimore, The Bowie College Art Show, the Boulder Colorado Art Fair, the Art for Collectors Show, in Virginia, the Village of Cross Keys Art Show, and a one-woman show at Gallery 247 in Baltimore. This past year, she participated in two juried shows at the Cape Cod Art Association. Both the Cape Cod Art Association and the Woodshole Arts and Crafts exhibited a portfolio of her drawings and watercolors. She participated in the 27th Life in Baltimore at the Peale. Recently she has studied with Gladys Goldstein and Keith Martin at the Baltimore Museum of Art. She is a member of Artists Equity and the Maryland Institute Alumni Association. Her paintings and drawings and collages appear in a number of private collections in Virginia, Washington, D. C., and Baltimore, and in New York City.

Peggy Holloway, born in Baltimore, majored in art at Ogontz Junior College, Philadelphia then studied privately in Baltimore. She has been exhibiting for fifteen years and has had her paintings included in museum and gallery shows in Baltimore, Washington, Philadelphia, Boston, New York, Provincetown, Norfolk, and New Hope among others.

Mrs. Holloway is included in two museum collections as well as private collections throughout the United States and abroad. She has twenty-four first prizes, eleven of which were from museums. She is a member of Artists Equity and the Artists Committee of the Baltimore Museum of Art. Her works include oil, watercolor, collage, and pen and ink.

Pauline Krewer, born in Russia, was educated in Germany and Italy. She studied in the Art academies of Rome and Paris, and later in New York.

The artist experienced the influence of the European post-impressionist school, the inheritance of Cezanne. Her personal style became crystalized as a result of the experience gained through her numerous and extended travels to Spain, Italy, Greece, Israel, England, France, and Holland. And in the Western Hemisphere in all part of the USA, Mexico and Canada. The main subject matter of her works is primarily landscape. She also works as a portraitist.

Pauline Krewer possesses keen observation and intelligent approach to her subject. The direct and sensitive conception of her surroundings is expressed in the long series of drawings in which she achieves final stability of the object through defined and stable line. The gist of her talent lies in the spontaneity of her drawing.

## Reasons for Preoccupation Of Americans Are Examined

by Ray LaVerghetta

Two of the principal complaints voiced against Americans by visitors from other countries are that, first, our outward display of friendliness is only superficial and, second, there is too often a worried air of preoccupation about us.

For the first gripe, I make no defense. Indeed, I wholeheartedly concur. When it comes to friendship, I think Americans are quite shallow. I doubt, however, that it stems from anything inherent in Americans themselves, since we represent a blend of other nationalities, but rather from the type of culture which has evolved in this country.

Relative to the second complaint, I think some justification is necessary in its defense. Americans have a lot to worry about. First of all, and looming largest, is Communism, the defense against which seems to have unjustly fallen on the back of Americans alone. If Russia isn't creating concern somewhere, then it's China, and subconsciously or not, these two giants occupy an obscure corner in

our minds.

Vietnam, surely one of the most controversial subjects in America's history, affects many of us, either through a personal involvement or sheer concern for the future. Crisis after crisis after crisis keeps us always aware of the imminence of nuclear destruction.

The obvious discontent of many of our darker fellow Americans adds racial unrest to the already too big list of concerns. Medical science has made the average American painfully aware of many of the symptoms of all sorts of ailments and diseases. Even when he's finished worrying about his health, and reaches for the pack to relax, he reads that he may be puffing his way down the road to a cancerous death.

Several moral issues are also paramount on the public forum and are unquestionably capable of producing anxiety in the average person.

I do believe that Americans might well worry too much. Is it any wonder?

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# A Joint Statement on The Rights and Freedoms of Students

Since 1960, the American Association of University Professors has given increased attention to problems relating to the academic freedom of students. This effort, authorized by the Council and conducted under the auspices of Committee S, culminated in the formulation and publication of a Statement on the Academic Freedom of Students (AAUP Bulletin, Winter, 1965). This statement, tentative in nature, was approved in principle by the Council at its fall meeting in 1965. At the same time, the Council authorized Committee S to initiate discussions with representatives of other interested educational organizations in the hope that mutual interest and concurrent developments might result in the formation of a joint statement on student rights and responsibilities.

In November, 1966, 33 representatives from 10 national educational organizations met in Washington, D. C. to discuss this subject and to explore the feasibility of reaching a consensus. The conferences concluded their exploratory discussion by concurring in a proposal to establish a joint committee to draft a statement for possible joint endorsement.

The joint drafting committee, comprised of representatives from the American Association of University Professors, U. S. National Student Association, Association of American Colleges, National Association of Student Personnel Administrators, and National Association of Women Deans and Counselors, met in Washington in June, 1967, and drafted the Joint Statement on Rights and Freedoms of Students published below. The multilateral approach which produced the Joint Statement was also projected, on a tentative basis, to the complicated matter of implementation and enforcement, with the joint drafting committee recommending (a) joint efforts to promote acceptance of the new standards on the institutional level, (b) the establishment of machinery to facilitate continuing joint interpretation, (c) joint consultation before setting up any machinery for mediating disputes or investigating complaints, and (d) joint approaches to regional accrediting agencies to seek embodiments of the new principles in standards for accreditation.

The Joint Statement on Rights and Freedom of Students has been submitted to various organizations for appropriate action. The U. S. National Student Association officially endorsed the Joint Statement of its Congress in August, 1967. On October 27, 1967, the Council of the American Association of University Professors approved the statement. The membership of the American Association of University Professors will be asked to give a concurring endorsement at the Fifty-fourth Annual Meeting. Other organizations, including AAC, NASPA, and NAWDC, are expected to take appropriate action during the forthcoming year.

## Preamble

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students outlined below are essential to any community of scholars.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility.

The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Each college and university has a duty to develop policies and procedures which provide and safeguard this freedom. Such policies and procedures should be developed at each institution within the framework of general standards and with the broadest possible participation of the members of the academic community. The purpose of this statement is to enumerate the essential provision for student freedom to learn.

## I. Freedom of Access to Higher

The admissions policies of each college and university are a matter of institutional choice provided that each college and university makes clear the characteristics and expectations of students which it considers relevant to success in the institution's program. While church-related institutions may give admission preference to students of their own persuasion, such a preference should be clearly and publicly stated. Under no circumstances should a student be barred from admission to a particular institution on the basis of race. Thus, within the limits of its facilities, each college and university should be open to all students who are qualified according to its admission standards. The facilities and services of a college should be open to all of its enrolled students, and institutions should use their influence to secure equal access for all students to public facilities in the local community.

## II. In the Classroom

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions on conduct in matters unrelated to academic standards.

## A. Protection of Freedom of Expression

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

## B. Protection against Improper Academic Evaluation

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

## C. Protection against Improper Disclosure

Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisers, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

## III. Student Records

Institutions should have a carefully considered policy as to the information which should be part of a student's permanent educational record and as to the conditions of its disclosure. To minimize the risk of improper disclosure, academic and disciplinary records should be separate, and the conditions of access to each should be set forth in an explicit policy statement. Transcripts of academic records should contain only information about academic status. Information from disciplinary or counseling files should not be available to unauthorized persons on campus, or to any person off campus without the express consent of the student involved except under legal compulsion or in cases where the safety of persons or property is involved. No records should be kept which reflect the political activities or belief of students. Provisions should also be made for periodic routine destruction of noncurrent disciplinary records. Administrative staff and faculty members should respect confidential information about students which they acquire in the course of their work.

## IV. Student Affairs

In student affairs, certain standards must be maintained if the freedom of students is to be preserved.

## A. Freedom of Association

Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests.

1. The membership, policies, and actions of a student organization usually will be determined by vote of only those persons who hold bona fide membership in the college or university community.

2. Affiliation with an extramural organization should not of itself disqualify a student organization from institutional recognition.

3. If campus advisers are required, each organization should be free to choose its own adviser, and institutional recognition should not be withheld or withdrawn solely because of the inability of a student organization to secure an adviser. Campus advisers may advise organizations in the exercise of responsibility, but they should not have the authority to control the policy of such organizations.

4. Student organizations may be required to submit a statement of purpose, criteria for membership, rules of procedures, and a current list of officers. They should not be required to submit a membership list as a condition of institutional recognition.

5. Campus organizations, including those affiliated with an extramural organization, should be open to all students without respect to race, creed, or national origin, except for religious qualifications which may be required by organization whose aims are primarily sectarian.

## B. Freedom of Inquiry and Expression

1. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately. They should always be free to support causes by orderly means which do not disrupt the regular and essential operation of the institution. At the same time it should be made clear to the academic and the larger community that in their public expressions or demonstrations students or student organizations speak only for themselves.

2. Students should be allowed to invite and to hear any person of their own choosing. Those routine procedures required by an institution before a guest speaker is invited to appear on campus should be designed only to insure that there is orderly scheduling of facilities and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. The institutional control of campus facilities should not be used as a device of censorship. It should be made clear to the academic and larger community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the views expressed, either by the sponsoring group or the institution.

## C. Student Participation in Institutional Government

As constituents of the academic community, students should be free, individually and col-



lectively, to express their views on issues of institutional policy and on matters of general interest to the student body. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs. The role of the student government and both its general and specific responsibilities should be made explicit, and the actions of the student government within the areas of its jurisdiction should be reviewed only through orderly and prescribed procedures.

#### D. Student Publications

Student publications and the student press are a valuable aid in establishing and maintaining an atmosphere of free and responsible discussion and of intellectual exploration on the campus. They are a means of bringing student concerns to the attention of the faculty and the institutional authorities and of formulating student opinion on various issues on the campus and in the world at large.

Whenever possible, the student newspaper should be an independent corporation financially and legally separate from the university. Where financial and legal autonomy is not possible, the institution, as the publisher of student publications, may have to bear the legal responsibility for the contents of the publications. In the delegation of editorial responsibility to students the institution must provide sufficient editorial freedom and financial autonomy for the student publications to maintain their integrity of purpose as vehicles for free inquiry and free expression in an academic community.

Institutional authorities, in consultation with students and faculty, have a responsibility to provide written clarification of the role of the student publications, the standards to be used in their evaluation, and the limitations on external control of their operation. At the same time, the editorial freedom of student editors and managers entails corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. As safeguards for the editorial freedom of student publications the following provisions are necessary:

1. The student press should be free of censorship and advance approval of copy, and its editors and managers should be free to develop their own editorial policies and news coverage.

2. Editors and managers of student publications should be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes should editors and managers be subject to removal and then by orderly and prescribed procedures. The agency responsible for the appointment of editors and managers should be the agency responsible for their removal.

3. All university published and financed student publications should explicitly state on the editorial page that the opinions there expressed are not necessarily those of the college, university, or student body.

### V. Off-Campus Freedom of Students

#### A. Exercise of Rights of Citizenship

College and university students are both citizens and members of the academic community. As citizens, students should enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy and, as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administrative officials should insure that institutional powers are not employed to inhibit such intellectual and per-

sonal development of students as is often promoted by their exercise of the rights of citizenship both on and off campus.

#### B. Institutional Authority and Civil Penalties

Activities of students may upon occasion result in violation of law. In such cases, institutional officials should be prepared to apprise students of sources of legal counsel and may offer other assistance. Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority should never be used merely to duplicate the function of general laws. Only where the institution's interests as an academic community are distinct and clearly involved should the special authority of the institution be asserted. The student who incidentally violates institutional regulations in the course of his off-campus activity, such as those relating to class attendance, should be subject to no greater penalty than would normally be imposed. Institutional action should be independent of community pressure.

### VI. Procedural Standards in Disciplinary Proceedings

In developing responsible student conduct, disciplinary proceedings play a role substantially secondary to example, counseling, guidance, and admonition. At the same time, educational institutions have a duty and the corollary disciplinary powers to protect their educational purpose through the setting of standards of scholarship and conduct for the students who attend them and through the regulation of the use of institutional facilities. In the exceptional circumstances when the preferred means fail to resolve problems of student conduct, proper procedural safeguards should be observed to protect the student from the unfair imposition of serious penalties.

The administration of discipline should guarantee procedural fairness to an accused student. Practices in disciplinary cases may vary in formality with the gravity of the offense and the sanctions which may be applied. They should also take into account the presence or absence of an honor code, and the degree to which the institutional officials have direct acquaintance with student life, in general, and with the involved student and the circumstances of the case in particular. The jurisdictions of faculty or student judicial bodies, the disciplinary responsibilities of institutional officials and the regular disciplinary procedures, including the student's right to appeal a decision, should be clearly formulated and communicated in advance. Minor penalties may be assessed informally under prescribed procedures.

In all situations, procedural fair play requires that the student be informed of the nature of the charges against him, that he be given a fair opportunity to refute them, that the institution not be arbitrary in its actions, and that there be provision for appeal of a decision. The following are recommended as proper safeguards in such proceedings when there are no honor codes offering comparable guarantees.

#### A. Standards of Conduct Expected of Students

The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life. These general behavioral expectations and the resultant specific regulations should represent a reasonable regulation of student conduct but the student should be as free as possible from imposed limitations that have no direct relevance to his education. Offenses should be as clearly defined as possible and interpreted in a manner consistent with the aforementioned principles of relevancy and reasonableness. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance

through such means as a student handbook or a generally available body of institutional regulations.

#### B. Investigation of Student Conduct

1. Except under extreme emergency circumstances, premises occupied by students and the personal possessions of students should not be searched unless appropriate authorization has been obtained. For premises such as residence halls controlled by the institution, an appropriate and responsible authority should be designated to whom application should be made before a search is conducted. The application should specify the reasons for the search and the objects or information sought. The student should be present, if possible, during the search. For premises not controlled by the institution, the ordinary requirements for lawful search should be followed.

2. Students detected or arrested in the course of serious violations of institutional regulations, or infractions of ordinary law, should be informed of their rights. No form of harassment should be used by institutional representatives to coerce admissions of guilt or information about conduct of other suspected persons.

#### C. Status of Student Pending Final Action

Pending action on the charges, the status of a student should not be altered, or his right to be present on the campus and to attend classes suspended, except for reasons relating to his physical or emotional safety and wellbeing, or for reasons relating to the safety and well-being of students, faculty, or university property.

#### D. Hearing Committee Procedures

When the misconduct may result in serious penalties and if the student questions the fairness of disciplinary action taken against him, he should be granted, on request, the privilege of a hearing before a regularly constituted hearing committee. The following suggested hearing committee procedures satisfy the requirements of procedural due process in situations requiring a high degree of formality.

1. The hearing committee should include faculty members or students, or, if regularly included or requested by the accused, both faculty and student members. No member of the hearing committee who is otherwise interested in the particular case should sit in judgment during the proceeding.

2. The student should be informed, in writing, of the reasons for the proposed disciplinary action with sufficient particularity, and in sufficient time, to insure opportunity to prepare for the hearing.

3. The student appearing before the hearing committee should have the right to be assisted in his defense by an adviser of his choice.

4. The burden of proof should rest upon the officials bringing the charge.

5. The student should be given an opportunity to testify and to present evidence and witnesses. He should have an opportunity to hear and question adverse witnesses. In no case should the committee consider statements against him unless he has been advised of their content and of the names of those who made them, and unless he has been given an opportunity to rebut unfavorable inferences which might otherwise be drawn.

6. All matters upon which the decision may be based must be introduced into evidence at the proceeding before the hearing committee. The decision should be based solely upon matters. Improperly acquired evidence should not be admitted.

7. In the absence of a transcript, there should be both a digest and a verbatim record, such as a tape recording, of the hearing.

8. The decision of the hearing committee should be final, subject only to the student's right of appeal to the president or ultimately to the governing board of the institution.

## Editorial

We have printed in this issue of the *Greyhound* the entire text of a *Joint Statement on the Rights and Freedoms of Students*. This statement represents a carefully considered and comprehensively drawn opinion of what is entailed by the phrase "academic freedom". "Academic freedom", as seen in the statement, is far more than a list of ten or twelve privileges which many students envision it to be.

Therefore we present this material to be considered as a whole. We feel it is important that students resist the urge to rush for the enactment of the individual segments which may seem to most obviously conflict with current practice at Loyola.

We do not propose to examine these issues here. Rather we wish to remind the students that this statement is in no way binding on the Administration of Loyola. We also urge the students to prevent this document from being made a political issue.

We feel that this document raises a question which must be discussed by the students and faculty of Loyola as an academic community. It must be discussed in an open atmosphere, at meetings of the Philosophy Forum, the History Academy, wherever and whenever students and teachers can carry on a meaningful dialogue. It is the responsibility of both to see that this is done.

Only when the students and faculty decide exactly what they understand by this document and what they intend to do about it, should any formal action (such as action by the Student Government) be undertaken.

This is an issue which cries out for discussion among students and their teachers as a single body. Such a dialogue has been tragically lacking in the past at Loyola. We hope that given this opportunity to read and judge with each other, the students and faculty will be able to cooperate in such a way that their influence may be effectively felt.





At the monthly meeting of the American Marketing Association the organization presented a check for \$600.00 to Loyola College. Receiving the check on behalf of the College was Professor Ronald Biglin (center) with Lawrence J. Bur, President of the organization (left) and Roger M. Windsor, Secretary of the group at right.

## Marketing Club Preps For Inter-Collegiate Competition

Members of the American Marketing Association at their monthly meeting presented a check for \$600 to Loyola College for students attending the Annual Inter-Collegiate Marketing Competition and Conference. The Loyola Marketing Club will compete with leading Universities from across the nation on a computerized marketing management game and a two day conference at Michigan State University in April.

The check represents the joint donations of the Marketing Chapter and five local firms; Noxell Corporation, Davison Division of the W. R. Grace and Company, Equitable Trust Company, Bendix Field Engineering Company, and

J. H. Filbert. Receiving the check on behalf of the College was Professor Ronald Biglin, Chairman of the Department of Accounting, Business Administration and Economics at Loyola.

Students are using the Sylvania Electronic Corporation's Marketing Management Simulation. The competing teams make all the necessary decisions to operate a business for approximately one year. Decisions are made and adjusted to meeting changing competitive and economic conditions.

The final decision rounds will be made at the conference next month. A national champion will be declared and individual trophies will be awarded along with a rotating team trophy.

## Wheelock to Discuss "Arab-Israel Question"

The Deputy Public Affairs Adviser for the State Department's Bureau of Near Eastern and South Asian Affairs, Mr. Wheelock, will speak on the "Arab-Israel Question" on Wednesday, March 27, at 11 a.m. in Ruzicka Hall.

Commissioned as a Foreign Service Officer in 1950, Mr. Wheelock has served at diplomatic posts in Syria, Aden, Muscat, Oman, as well as the United Arab Republic Desk in Washington, D. C.

## IRC Sponsors Talk On Human Rights

In coordination with the United Nations' decision to proclaim 1968 as "Human Rights Year," the International Relations Club of Loyola will present Mr. David Dawson, a representative of the Office of International Economic and Political Affairs.

Mr. Dawson will speak in Ruzicka Hall on March 29 at 11 A.M. All members of the student body and guests are invited to attend.

## Soph Class Holds Dance

The Sophomore Class will present Bob Brady and the Con Chords at their Spring Dance to be held this Friday, March 29.

The Freshman Welcome Dance featured the same group earlier this year and was termed a "huge success" by Class President Mel Seidenzahl.

The dance will be held in the Gym from 9 to 1, and tickets are \$3 a couple.

## Byrnes Calls for Increased Creativity And Responsibility in State Government

(Continued from page 1)

the state has lost its role in this relationship, and should regain it if Federal and State governments are to work together efficiently.

Mr. Byrnes attributed this weakness in the State government to the incompetence of State officials due to lack of integrity and creativity. He said that this is the fault of the citizens, not the present constitution. However, he did charge that the present structure of the State government is designed to inhibit creativity. His conclusion was that it is time for our state to re-assume its role both creatively and responsibly.

As he was discussing several of the changes found in the proposed Constitution, Mr. Byrnes claimed that the section dealing with 'personal rights' in the proposed Constitution finds its basis in "the Federal Bill of Rights", and was taken from there almost verbatim.

Another major change is the nullification of the arbitrary de-

nials of voting rights currently found in the Constitution. As an example, he mentioned the age requirement of 21 is found in most states simply "because it is traditional." According to Byrnes, he and his fellow delegates believe that "it is obvious that young men and women of this age are capable of being responsible voters."

Mr. Byrnes discussed also the problem of the voter's apathy towards the identity of their delegates and senators. The solution, according to Mr. Byrnes, is to have the smallest possible districts—33,000 voters per district in 1970—thus enabling citizens to become well acquainted with their candidates.

Sections dealing with the Preservation of Natural Resources, Consumer Protection, and the judiciary have been greatly modified in the draft constitution. Mr. Byrnes made a special point of the improved judiciary system. The

new constitution, prevents the arbitrary appointment of part-time and unqualified judges. A Commission will draw up a list of candidates from which the governor can make his choices.

Two concepts of law that have been abolished are that of Eminent Domain and Sovereign Amnunity. Another point of minor interest is that the strength of lobbyism in Annapolis will be weakened by raising the percentage requirement for signatures on petitions from 3% to 5%.

When asked why the Lottery was banned in the proposed constitution, Delegate Byrnes cited the examples of failure in both New York and New Hampshire to attract any substantial income. He also referred to New York's failure to prevent the continuation of the activities of the rackets, which was one of the chief aims of the program.

## Choice 68

(Continued from page 1)

whether the radicals will participate at all in CHOICE 68. The ballot, certainly, is well stocked with leftists and moderate-liberals, and the Vietnam referendum questions should satisfy the most extreme of the radicals. The current anti-administration feeling among student would also seem to indicate that a leftist vote is a distinct possibility.

Unfortunately, it's too soon to begin forecasting whether the radicals will respond to or boycott the primary. The one fact that is certain is that they do have a chance to mobilize and express themselves meaningfully and effectively in CHOICE 68. The decision is theirs, as James Reston wrote, whether they "want to dream or work." CHOICE 68 may well tell us which avenue they choose.

## Marksman . . .

(Continued from page 8)

called competition shooting. About halfway through the allotted time period, a faulty shell case blew up in the chamber of Jack Conahan's rifle, spraying burning powder gases and bits of brass on both the firer and Charley Palmore who was firing on the next point. No serious damage was done, however, and both shooters went on to complete the match after a brief delay during which on-the-spot repairs were made, due to the quick thinking of Coach Soller.

During the afternoon, the team competition was fired. The veteran shooters came through again. Ray Baginski fired a 270, while Jack Conahan ran up a 271 score, during which he matched his prone score (the easiest position in the 3-position competition) with his standing effort of 93 x 100.

When the final tally was taken the Greyhounds finished 10th out of 15 teams entered in the day's competition.

## Loyola Students for Johnson See Vietnam as Main Issue

The exciting and interesting politics of 1968 have, thus far, seen a myriad of candidates concerned with one main issue—Vietnam.

The Loyola Students for Johnson Committee, organized within the Choice '68 program, plans to meet the Vietnam issue head on.

The basis of Johnson's Loyola campaign will follow national policy lines: that our national commitment in Southeast Asia is indeed a valid one and must be fulfilled, in the words of our late President Kennedy, "... despite obstacles and pressures and burdens." The Loyola Students for Johnson will contend that we must defend freedom in Vietnam not only for the sake of the people in that country, but also for our own sake.

Committee Chairman Jay Smith

('71) is confident that Johnson's Loyola support will reveal itself in the April 24 campus election. That the President's Vietnam policy is controversial, he has no doubt. That it is the right course and that the majority of Americans support it, he believes likewise.

## Fellowships . . .

(Continued from page 1)

Ranking third in this breakdown is the Biology Department. Although no Bio majors have received awards or fellowships, several students in the pre-med Program have been accepted by reputable institutions for post-grad research. These students are:

Gerald Smith—U. of Maryland  
Allender Sybert—U. of Maryland, and Georgetown  
William G. Arminger—U. of Maryland  
Joseph K. Jimramovsky—U. of Maryland  
Charles Schleupner ('67)—U. of Maryland  
Donald Lewis—U. of Maryland  
Martin J. Meloy—U. of Maryland, and Georgetown  
James J. Flynn—Howard U.  
Mark Schroeder—Michigan State, Purdue, and North Carolina State  
Edward Rykiel—U. of Georgia, and the U. of Illinois

## Dramatics . . .

(Continued from page 3)

Students who are unable to attend the weekend performances are invited to attend the dress rehearsal on Thursday night, April 4, for a reduced fee.

For further information contact John O'Neill, house manager, or Bill Curran, president of the Dramatic Society.

### Loyola College Student Government

announces

## "MARKETPLACE"

A college market for art

featuring

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Peggy Holloway  
Pauline Krewer  
Charles Palmer  
S. Noriega-Pons

Don Swann  
Rita Swann  
Don Swann, Jr.  
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LOYOLA EYES

# Student Power and Political Action Symptoms of Beneficial Movement

William Seidensticker

Political observers, nearly at a loss to explain the astonishing results of the recent New Hampshire primary, were particularly impressed by the effectiveness of student activism on behalf of Senator Eugene McCarthy. It is estimated that the sudden transformation of his campaign from a futile, isolated voice of dissent to a significant challenge to the incumbent President could not have come about without the dramatic conversion of frustrated energy of student activism on campus to the power of constructive politics.

Professional politicians are hurriedly assessing the potentialities of this new, incalculable force of student involvement in a more and more unpredictable election year. The success of student participation in national politics, however, cannot be measured adequately in the long run simply in terms of the making or unmaking of a President.

The student movement into national politics is a continuation of the student revolt against the pressure of an academic structure which requires the physical presence of students but is reluctant to grant them a deeper involvement in the determination of academic affairs. The mobilization of this revolution on college and university campuses over the past several years had recently begun to collapse in frustration because of the crusade-like student attitude that regarded any sort of compro-

mise as a spoiling of their ideals.

The established mechanism of administrative decision, resting on a backlog of inertia, has not been appreciably moved by student demands for change. This has steadily led to a frustration of student activism that, coupled with increased pressures from the Selective Service System, has threatened to become despair. The prevailing feeling is that since no significant change in the structure of academic society is possible through student initiative, involvement beneath the surface of academic life could not possibly be relevant. Better to withdraw and seek meaning elsewhere than to expect anything of fundamental significance from the college experience.

Senator McCarthy's campaign, however, has signaled a change in perspective. He has shown students how to be impressively effective

by providing a functional outlet for the discharge of their ideals. In light of the failure of the idealism of student activism on campus, students are learning an important lesson. Effectiveness in politics is getting the job done. When the job to be done involves a radical change in the status quo, it is certainly necessary, but not nearly enough in itself, to be motivated by idealism. The energy of idealism, in order to be effective, must be converted into a specific attack on those areas of the prevailing situation which directly impede the desired change. Idealism on the attack, when shrewdly political, must aim at initiating the mobilization of accelerating forces sufficient both to alter the situation at hand and to replace it with a new and more satisfying direction.

Students will return to the campuses next fall tempered by the experience of a summer of political action. The nominees of the major parties will be engaged in debating issues which they have helped bring to the focus of national attention. With the realization that they have contributed to the determination of the immediate course of the nation's future, it is to be hoped that they will resume the unfinished struggle on campus with a new zeal; that as wiser politicians they will rekindle their idealism with the lingering taste of success and with the recognition that it is the cumulative, not the immediate, effect of change that is lasting.



## James McCabe Please Come Home

Jim Beek

After trying to observe our Freshman Class President in action, I feel it is a safe bet to say that he will never have a Pullman car named after him. Rather, he tends to confirm my basic doubts in man.

Not since my Fourth Grade year when I met Froggy Flynn (an urchin who ground up plate glass into slivers, filled paper cones with it and Hershey's Syrup and sold the resulting all-weather snowball to a third grader now matriculating at a prominent out of state mute school) have I been impressed with the fundamental lawlessness of a situation.

Despite rumors that Mr. McCabe perished at the hands of a zealot Evergreen House gardener who spotted McCabey's St. Joseph Daily Missal and done Patron Garrett proud, I tend to believe that James McCabe is alive, albeit vegetatively, and well, with the jolly fat QPA to prove it (obtained by the Virtue of Selfishness instilled into all little sons of Greyhounds by the marking system).

The following evidence can be used to either support or deny the existence of Mr. McCabe:

Exhibit (A) Mr. Seidensticker Frosh moderator, harbors only foggy memories of McCabe. He has not been contacted by him for many moons now and has never been asked to attend an organized class meeting.

Exhibit (B) There has never been an organized class meeting.

Exhibit (C) Mr. McCabe has attended only three sessions of the Student Senate.

Exhibit (D) It is rumored that the Treasury has accumulated \$25.00. Aside from the fact that this is nowhere enough to prime the pump for a good dance, \$1050.00 is needed to sponsor next year's orientation.

This quells the rumors that Mr. McCabe has skipped to Rio with the class funds, for at this stage they wouldn't get him much farther than Dolfield.

On the basis of the above material, it appears that the management of the Freshman Class is almost as neat to watch as musical chairs for the deaf. Ol' Foggy would have enjoyed it. It also appears that our methods for choosing candidates for office is about as fecund as your average nun.

Leadership requires sacrifice as well as talent; both are in a state of drought in the present administration.

## LETTERS TO THE EDITOR

### Signature

To the Editor:  
To the anonymous writer of "Peace Means Many Things:"

Peace means courage—the courage to sign your name to a controversial opinion. When you decide to identify yourself, I would like to discuss your problems with you.  
David L. Townsend, '69

### Discussion?

To the Editor:  
It seems that still another commentary has appeared concerning coats and ties (Gerry Blair, letters, March 19.)

Don't these people know that the subject is no longer being discussed? I might inform these idealists that since discussion about coats and ties no longer exists, it follows that their letters and articles do not exist. After all, discussion about discussion that does not exist, cannot exist. In fact, this letter discusses a discussion about a discussion.

## BOOK REVIEW

### Galbraith Seeks Solution

by Tom Sheehan

*How to Get Out of Vietnam.* By John Kenneth Galbraith. 47 pages. Signet. 35 cents.

"Let us stop thinking of a solution in Vietnam as impossible. It is not at all impossible; it is only that we have so resolutely refused to proceed on any but the wrong path."

For John Kenneth Galbraith the road not taken, which he believes we must now take, is not clearly mapped out. True, the former Kennedy Ambassador to India sets up five "immediate steps" in *How to Get Out of Vietnam*.

#### Five Steps

He proposes: "... (1) ... to change our objectives in that country so that they are in accord with the character of the conflict as we are now to able see it ... (2) ... (to begin) the appropriate adjustments of our military operations ... (3) ... to put ourselves in a position to negotiate ... (4) ... to recognize the possibility that ... the Viet Cong and Hanoi will not play ... (5) ... (to begin) a drastic scaling down of the rhetoric we employ in discussing Vietnam."

But in his development of these five steps he remains unclear about an alternative to war. He wants badly for the United States to stop fighting, offers excellent reasons why it should stop, and does indeed suggest some means of limiting the conflict, yet nevertheless finds no decisive way to stop the war, nor does he purport to, except in the pamphlet's misleading title. He does achieve some measure of success in his purpose "to outline a practical way out of our unhappy and increasingly disastrous mess."

#### Vietnamese Nationalism

Galbraith achieves still greater success in discussing the political-economic-social currents running through the Vietnamese people. It is here, and in his description of American misconceptions about Communism and Vietnamese nationalism that Galbraith makes a

compelling case against United States involvement.

This "massive miscalculation—perhaps the worst in our history," stems from the American notion of a "Sino-Soviet empire" plotting to "impose ... coercion" on vulnerable countries.

#### Sino-Soviet Split

If United States officials speak of a united Communist front, yet acknowledge a Sino-Soviet split, argues Galbraith, then they contradict themselves by saying that Vietnam is a testing ground for "national wars of liberation"; the American government insists it is protecting Vietnam from being swamped by a billion Chinese, yet charges the Soviets with arming Hanoi with most of its imported war material.

"To defend a war in which one cannot name the enemy," contends Galbraith "cannot have happened often before. Truth is inconvenient, but simpler."

To complicate matters, ... We are in conflict not alone with the Communists but with a strong sense of Vietnamese nationalism. If so, a massive conclusion follows. It is that we are in a war that we cannot win and, even more important, one we should not wish to win.

#### More Democracy

Moreover, Galbraith argues that, if we are sheltering liberty in South Vietnam, its government should display some semblance of democracy. Unfortunately, "... A military junta fits badly into the picture."

Galbraith censures both irresponsible critics and a less than honest government. "The consequence of this ghastly sequence of promise and disappointment is that now nearly everything that is said in defense of the war is suspect."

*How to Get Out of Vietnam* effectively challenges the American presence in Vietnam. *Why We Should Get Out of Vietnam* would be a more appropriate title for this most pertinent document.

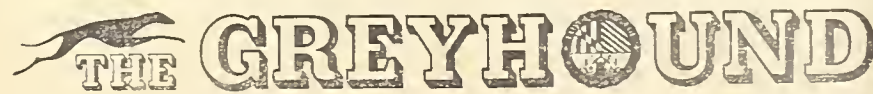
### Spies

Dear Sir,

It may be interesting—and relevant—for students on this campus to read the article in the March issue of Playboy Magazine about "Spies on Campus."

Mel Seidenzahl '70

Tom Sheehan '70



is the student publication of Loyola College, 4501 North Charles Street, Baltimore, Maryland 21210. Telephone MD 5-2500, Ext. 288. Published weekly during regular day sessions. Owned and published by Loyola College.

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Hi there, I am the Gayhound.  
I finish another year of looking  
at you. You'll be seeing me  
next week.





Leftovers Clinch IBL Crown  
With 61-49 Win Over Comets;  
Junior Jim Taneyhill Stars

Hound Stick Play Streaky So Far;  
Passing Improves Against Amherst

On Wed., March 17 which team would meet the Leftovers in the championship game was decided by the Comets downing the Pelehubs 38-21. The Hubs started quickly by showing a strong effort in the first half and closing the second period with a 5 pt. advantage.

The second half, however, belonged solely to the senior Comets who outscored the Juniors 28-6 and earned a shot at the victors of the winners bracket. Jack Belz paced the Comets with 13 markers while Ed Latchford sank 8 for the losers.

With the double elimination rule, the Comets had to defeat the Leftovers twice to take the crown. They completed the first step of this task by edging the Leftovers 45-43 in a close tilt. Dick Oppitz made a beautiful drive to sink the winning points with seconds left to sew-up the game. Jack Belz took game honors with 15 points, but Jim Flynn was probably the most influential man, hitting for 8 clutch points. Star Stan Pyzik had 10 marks in a losing effort.

On Wednesday, March 20, the championship game of the IBL was held in the gymnasium before a standing room crowd. The junior Leftovers, bouncing back from

their initial defeat last Friday, completely outclassed the senior Comets, 61-49.

Using a crushing zone press, the winners constantly harassed their opponents into numerous mistakes which they turned into points. By the end of the first half, it seemed quite apparent that the Leftovers, displaying ball hawking and opportunism, would run the losers off the court.

But the Comets hung in and crept within nine points with two minutes left in the game.

For the losers, playing their last home game, Mike Sweeney, Dick Oppitz, and Jack Belz tried their best to curb the awesome attack of the Leftovers.

Jim Taneyhill, playing with three fouls from the first quarter on, pumped in 16 pts. and combined with Bernie Barzak and Jeff von Hagel to do a fine job on the boards. Playmaker Mark Wood and dead-eye Joe Lanterna combined with Stan Pyzik, the darling of the crowd, to continually destroy the game plan of the Comets. Pyzik especially was effective in breaking up numerous scoring opportunities and generally just making a nuisance out of himself.

In preparation for the 1968 season, the Loyola stickmen have recently scrimmaged the University of Baltimore and Amherst. Against B. U. virtually all members of the team saw considerable action.

This was a result of coach's Wenzel's intention to view not only the first team's performance but also those who haven't yet attained starting positions. Because of the nature of this plan, the score was not of primary importance.

Over-all team performance was being observed and considered during this time. Both teams showed scoring ability and the ability to capitalize on extra-man situations. Even though sparkling plays were made during the contest over-all play was marked by ineffective effort in scooping up loose balls.

It seemed that the Loyola Green didn't do the hustling both that the sport demands and of which they are capable of. However, good stickwork by the likes of Bob Petry, Pat Monaghan, and Mark Pries showed more than encouraging signs of offensive power.

Against Amherst the Hounds took a lesson from the B. U. scrimmage and showed vast improvement in gathering up loose balls and controlling the ball on offense. Out-scoring Amherst, the stickmen hustled well in dominating the scrimmage.

A strong performance by Jack Cortis in the goal and the close defense held Amherst to a goal throughout most of the scrimmage. Goals for Loyola were scored by Bob Petry and Bob Pries.

Again most of the team saw action during the scrimmage as the team showed not only goal-scoring ability but exciting defensive plays. John Corrigan playing close defense aided very well in clearing the ball and thwarting offensive threats. Over-all, Loyola proved to be most aggressive and effective in their Amherst scrimmage.



An unidentified hound sticker works out by taking a shot at veteran goalie Jack Cortis. The lacrosse locals have fielded a strong team in pre-season scrimmages.

HOUND HOT DOG  
OF THE WEEK



Marty Stewart

Marty Stewart, senior attackman, merited honorable mention on the all American lacrosse team last year. He has excellent stickwork, both with his right and left hands. He is a good feeder, especially in feeding midfielders. Around the crease he has excellent moves. His favorite move is "the face dodge" in which he out-positions the defense behind the goal and then beats it to the front of the goal for a shot.

Last year he led the team in most goals and assists. He is not especially renowned for his checking ability. However, he does more than an adequate job on defense in riding the clears. Marty will be aiming for first team All-American Honors in this his last year.

The Week After

by Mike Tanczyn

About this time of the year, the break in the weather brings coats off around campus and "Iron Mike" to the found. Several Saturdays ago I was on campus to finish off my portion of this newspaper. Due to technical difficulties, I ended up on a rotting blistered-green bench watching bodies cavort around the baseball field. The diamond care-takers ran through infield drill, snagged flies and held batting practice under the watchful eye of coach Lefty Reitz.

Early season rustiness at the plate made "Iron Mike" look like a mound ace. Several hopefuls and returnees met the ball well, sending the sphere 352 feet to the link fence in left. From what I saw at the practice, I think the Freshmen and Sophomores are the key to this season. If they can plug the holes of last year, the sky's the limit. Unfortunately, this "If" constitutes a large order.

Right after the flannel-clothed baseballers vacated the field, the stickmen appeared for their second scrimmage of 1968. Villanova's lacrosse club, spotted with former area lacrosse stars, fielded a large team. The Hounds, fresh from a win over B.A.C. quickly jumped to a 4-0 lead. Coach Charlie Wenzel substituted freely and at one time fielded a defense of basketball players. About this point Villanova caught up and the lead changed hands many times, ending in a 12-10 Loyola victory. Loyola did not look especially sharp but the season is young.

With time, the passing should sharpen around the crease and the Hounds should consistently dent the cords. This year's lacrosse team has good speed through the midfield. This speed, combined with hustle, should take them far in the Strobahr Division.

Sharpshooters Finish Tenth  
In Annapolis Competition

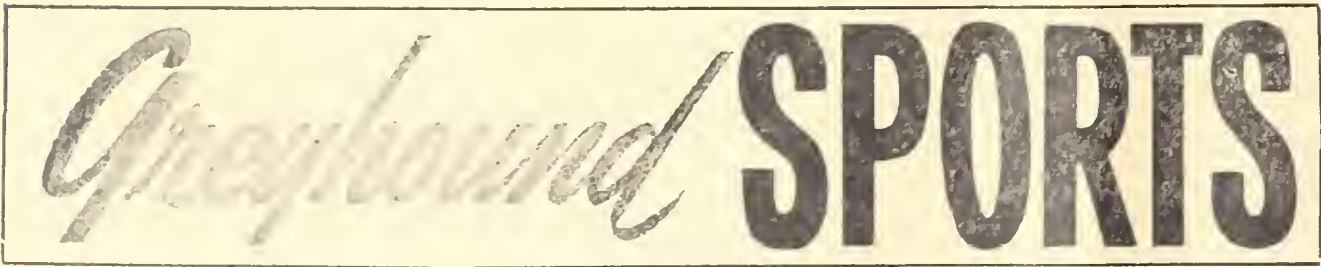
The Greyhound Rifle Team traveled to the U.S. Naval Academy Small Bore Rifle Range hidden deep in the bowels of Bancroft Hall at the historic Annapolis installation on Saturday, March 25. The purpose of the trip was the participation of the team members in the National Rifle Association sponsored Collegiate Small Bore Sectional Championships.

During the course of the day, the Loyola riflemen fired two full mat-

ches. At 8 A. M. the marksmen went on the firing line in the individual championship competition, which pitted them against each shooter from 15 other teams throughout the area. The Hounds showed up well under this pressure, with Captain Ray Baginski posting a 276 x 300 score and Jack Conahan firing a 272.

A few moments of frenzied activity were added to the usually tense game of nerves which is

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Netters Seek To Keep M-D Title

The 1968 edition of Loyola's tennis team should get one of the more "balanced" teams the Greyhounds have presented in recent years. The netters suffered a severe setback with the loss of last year's No. 1 netter, Billy Tontz. But the addition of two Freshmen and the better conditioning of the veterans should pick up some of the slack.

The Mason-Dixon champions have on their roster five returnees. These returnees are led by Senior captain Terry Mayer. Terry is a strong singles player who, as No. 2 man, compiled a record of 9-4. His most exciting victory of last year, though, was in doubles when he and Jerry Weller defeated a strong Randolph-Macon

doubles team for the M-D title.

Following Mayer on the list of returning veterans are Jerry Weller and Dennis Smith. These two are being counted on a great deal in both sigles and doubles. Jerry Weller carries with him a singles record of 5-2 while Dennis has a past record of 7-2 from last year. They have been combined in doubles to form a strong duo.

Joel Sweren and Tom Krajewski represent the Sophs among the returnees. Joel, playing as No. 3 man, compiled a record of 12-2. He also played No. 1 doubles with Billy Tontz. Tom Krajewski, ranked 31st in the state, is being relied on to fill the void resulting from the loss of two Seniors of last year's team. Tom was only a spot

starter last year but will see plenty of action this year.

The newcomers to the squad consist of Soph basketball player Jack Johnson and Freshman Gerry Malooly and Joe Schaffner. The best prospect is Gerry Malooly. He played No. 1 man for Calvert Hall last year. Johnson and Schaffner, although looking pretty strong so far, must be rated unknown quantities.

Coach Vince Colimore is quite confident that his team is strong enough to repeat in the Northern Division of the Mason-Dixon Conference and put up a good fight in defending its title. If they can overcome minor weaknesses, they should take doubles and the title should remain at Evergreen.